

# **Schenectady City School District Tenure Procedure Guidelines For Faculty**



**Human Resources  
Office  
2019-2020 School Year**

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# SCHENECTADY CITY SCHOOL DISTRICT

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### **Schenectady City School District OFFICE OF THE SUPERINTENDENT TENURE PROCESS – SCHOOL YEAR 2019-2020**

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The granting of tenure by the Board of Education to a professional staff member represents a significant achievement in a person's professional career. To insure that this important decision is made on the basis of all relevant information, it is essential that we establish a clear and consistent procedure to be followed in each case where a tenure decision has to be made on the basis of all relevant information.

Our purpose in outlining these procedures is to make sure that all staff involved — those being evaluated and those performing the evaluations — are clear about the process and understand that the procedures to be followed go substantially beyond those normally employed for the routine evaluation of staff members.

In 2015, New York State Education Law amended the faculty tenure period to be four years in length. This change will be reflected throughout the guidelines.



## **Schenectady City School District**

### **Probationary Staff Review & Action Timeline (Years prior to Tenure Year)**

On October 5, 2019	Administrators will be provided with the names of current probationary staff
By November 30, 2019	Administrators meet with probationary staff in Years 1 through 3(post 7/1/15) to review importance of probationary and tenure process.  Administrators have met with tenure year staff to review tenure process and use of the Tenure Portfolio
By April 1, 2020	Final Classroom Observations completed of Year 1 through 3 (post-7/1/15) Probationary Staff



## **Schenectady City School District**

### **Tenure Year Review and Action Timeline**

By October 6, 2019	Administrators will be provided with the names of all probationary staff members for whom tenure decisions will be made;
By October 31, 2019	Administrators will be provided the Tenure Procedure Guidelines
By November 30, 2019	Administrators submit names of tenure year staff about whom they have performance concerns to the Superintendent  Administrator has met with tenure year staff to review tenure process and use of Tenure Portfolio
By March 2, 2020	Tenure Portfolios forwarded for review to Principal
March 2-5, 2020	Tenure Portfolio Review by Principal
By March 6, 2020	Tenure Portfolios forwarded to Human Resources
By March 13, 2020 COB	Tenure Portfolios forwarded to Superintendent
By April 1, 2020	Final Classroom Observations completed of Tenure Year Staff
By April 9, 2020	Employee notification of District intent to appoint on tenure – Supt invitation to the May 20, 2020 Board of Education meeting where tenure appointment occurs
May 20, 2020	Board of Education meeting – Board takes tenure action; Superintendent has provided formal recommendation through resolution to the Board of Education on final year tenure staff



## **SCHENECTADY CITY SCHOOL DISTRICT TENURE DOCUMENTATION PROCEDURE**



### **New Probationary Faculty**

- Notice of anticipated tenure date will be identified on original letter of appointment.
- Tenure date is eligible to change in the event of unpaid leave or extension of probation review as permitted by Educational Law.
- The tenure process will be reviewed with new instructional staff at orientation.
- Annual Professional Growth & Assessment Program requirements will be reviewed with instructional staff during new teacher orientation.

### **Tenure Documentation Process**

#### **Staff Submission Process**

1. The Administrator will meet with the staff member who is in the tenure year of probation on or by December 20th. Purpose is to outline staff and administrative roles in completing tenure process, including review of the timeline and the documentation required.
2. The staff person will complete the tenure portfolio (s)he has been compiling throughout the three-year probationary period, providing artifacts as appropriate to support self-assessment. The same artifacts gathered throughout the APPR process may be utilized. Please review the Superintendents Guidelines to Tenure Portfolio Preparation (see below).
3. Additionally, in the 2019-2020 school year, the staff person will complete the Teacher Self-Reflection for Tenure form. This will be included in the submission for review for tenure by the Superintendent.
4. Upon review, the administrator may accept the content of the portfolio or request additional documentation to support teacher self-assessment or a meeting to discuss areas of disagreement.
5. When agreement is reached, the final documentation (Tenure Portfolio and Teacher-Self Reflection for Tenure form) is forwarded to the Human Resources Office.
6. The Human Resources Office assembles and forwards these items along with other information to the Superintendent for his review.
7. Tenure portfolios are returned to employees at the tenure meeting with tenure recommendation marked.

8. Employees will be notified that he/she is recommended for tenure by the Superintendent through a written letter of invitation to attend the BOE meeting where tenure is acted upon.
9. BOE acts on tenure appointments on the recommendation of the Superintendent.
10. Correspondence to individual employees confirming BOE action will be sent from the clerk of the Board directly following the BOE meeting

## **Superintendent Guidelines to Tenure Portfolio Preparation**

This is a “showcase” portfolio. It should be a collection that is an intentional reflection of some really “good” things you’ve done during the course of your probationary period. Please take close note of the following:

- **This is not a comprehensive look at everything you’ve done during your probationary period.**
  - **This is not a transcript portfolio.**
  - **In the APPR process close attention is paid to the fifteen (15) elements vs. the seven (7) standards; this process is not that.**
- 1) The Superintendent does not want to be overly prescriptive in what you should prepare and submit; however:
    - Make conscious decisions about what represents your best evidence.
    - Think of this Tenure Portfolio along the lines of a binder you would take on an interview.
  - 2) Standard areas to provide a full sense of your accomplishments and to provide highlights are:
    - a) **Communication/Relationship with Parents** – evidence of interactions with parents; provide an anecdotal vignette that really tells this story
    - b) **Highlights on your areas of growth** - We expect to see growth over the probationary period.  
Answer the question, “How has my teaching developed and changed over these three (four) years?”
      - This does not have to be similar to APPR evidence you are collecting.
      - Illustrate how you’ve grown from the time you started your probationary period until now.
      - Discuss the skills you’ve gained; for example – decision-making skill – “Here’s what I did, the decision I made in this particular circumstance and why I made it.”
    - c) **What tells the story about you and your professional practice beyond the data.**  
Principals have been communicating with the Superintendent during the probationary period on your overall job performance. Provide a more personal side about you:
      - We already have the data so tell the story beyond the data
      - What do we really need to know
      - Provide context and details
    - d) **Lifelong learning** - How have you enhanced your professional learning:
      - What are your goals
      - What are your next steps in the process
      - What would demonstrate that you will continue to learn and seek out new knowledge and gain greater understanding of your craft for the rest of your career?







## Teacher Self-Reflection for Tenure

**Candidate:**

**School:**

**Date:**

1. How has my planning changed over the past year/years to reflect the specific needs of my students? (e.g., Does any student need special supports? Does my class include students with disabilities? Does my class include English language learners?)
2. How are changes in curriculum and developments in my content area affecting my planning, teaching and assessments?
3. How has any recent professional learning informed my understanding of teaching and learning for this year? Are there any professional development strategies or opportunities that might be especially appropriate for my professional growth needs?
4. Based on my self-reflection, the following are goals that I'd like to set for myself moving forward.



## Pupil Personnel Self-Reflection for Tenure

**Candidate:**

**School:**

**Date:**

1. How have my skills and expertise grown over the past year/years in the following areas...?
  - Supporting and advocating for students with disabilities
  - Working to eliminate disproportionality and ensuring equity for students
  - Improving student social emotional health & wellness
2. How have I used data to analyze the effectiveness of interventions and adjust my practice?
3. How has the PPS professional learning community days and other learning opportunities informed my understanding of teaching and learning for this year? Are there any professional development strategies or opportunities that might be especially appropriate for my professional growth needs?
4. Ways in which I have worked to ensure race, economics, and disability are not predictors of student achievement.
5. Based on my self-reflection, the following are goals that I'd like to set for myself moving forward.



